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ABSTRACT

A socio-economically stratified sample of 369 randomly selected adult women residents of the Chaffey College district were interviewed to determine their demographic characteristics, educational needs and interests, perceived barriers to educational participation, and the adequacy of current college programs to meet the needs of women. Results of the study showed: (1) educational attainment of district women was generally less than that of men, with 8.4% and 18.2%, respectively, having graduated from college; (2) family responsibility, child care, transportation, personal feelings, employment, and finances were cited by women as restrictions to participation in education; (3) over 75% felt women need more rewarding and interesting activities, encouragement to explore career options, and mechanical skills and ability to work with tools; (4) over 40% planned to take classes in the future, with 33% expressing interest in obtaining a college degree; and (5) nearly all of the specific courses cited as being of interest were available in the college curriculum. It was recommended that the college emphasize its receptiveness to non-traditional students, the success of women students at Chaffey, and financial aid opportunities in its future advertising efforts. Interview instruments and tabulated data are appended. (JDS)

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ED139445

SOCIAL ATTITUDES AND EDUCATIONAL NEEDS OF WOMEN IN THE CHAFFEY COMMUNITY COLLEGE DISTRICT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I. PURPOSE OF THE SURVEY

This study of the educational needs of women in the Chaffey College district was planned in the Fall of 1974 and conducted in the Spring of 1975 in recognition of several recent changes in the status of women in the larger society, and of the female student population in the Chaffey College district. First, the feminist movement which re-emerged in the late 1960's, fostered a growing consciousness of the economic, political, legal and educational inequities women have faced in American society. That consciousness among some staff and students at Chaffey College led to the formulation of this study, to determine what changes are appropriate for Chaffey to improve the opportunities of women students.

A second trend leading to the development of this study was a recent change in the sex composition of the student population of Chaffey College. Between the Fall Quarters of 1971 and 1974, the number of women starting graded classes at Chaffey increased from 3,252 to 5,046. This 55.2% increase is considerably higher than the corresponding increase for men of 15.8%. In other words, for each additional man there were 2.3 additional graded women students. This trend is approximately equal among both day and night students. In terms of age, the increase has been predominantly in women 21 years of age and older rather than among "traditional" younger students.

In light of these changes, it seemed appropriate to examine the needs of this newly emerging category of students, to determine whether or not current educational programs are adequate for women students who have to overcome the effects of past social inequities as they continue their education. When this study was begun, a campus women's center was about to open, a child care center had been proposed, and there was an interest in revising educational programs and other student services to meet the needs of women students. To assist these program changes, was another reason for collecting the data. The survey was designed to answer five major questions:

1. What are the general socio-economic and demographic characteristics of women in the college district?

2. What are the factors that restrict participation by women in the college's educational programs?

3. What are the general needs and concerns of women in the community?

4. What are the educational interests of women in the community?

   a. What are the special interests of women that could be met through Adult Education and Community Services?

   b. What are the interests of women in regard to vocational training?

   c. What are the interests of women in degree programs?

5. What are the changes in current educational programs that are necessary to meet the needs of women?

II. METHODS AND PROCEDURES

The Population

The geographic area of the population was the Chaffey Community College District, except for the Mt. Baldy community which represents less than 0.4% of the total district population of 265,000. The District is located in the west end of San Bernardino County and includes the suburban communities of Chino, Montclair, Upland, Ontario, Cucamonga, Alta Loma, Etiwanda, Fontana and Guasti. A map of the area is found on the next page. The numbers sampled from census tracts in each of the sub-areas are included.

The sample population was defined as all women who would qualify for admission to Chaffey as of September, 1975. Therefore, the population included all women who were 18 years old or older, and all women who were high school seniors. Based on the 1970 census, the survey population was approximately 119,300.

Current student status was not a criterion for defining the survey population, but it was used to define subgroups within the sample:

A. Women who were high school students.

B. Women who were post-secondary students.

C. Women who were non-students.

The Sample

The size of the sample was determined for a sampling error rate of five percent or less. For this rate a sample of 377 was needed.

Census tracts were used to stratify the sample and approximate stratification based on the economic and ethnic distributions of the sample population. For this purpose 35 census tracts were each weighted according to population size. The proportion of the total sample taken from each census tract depended on the derived weight.

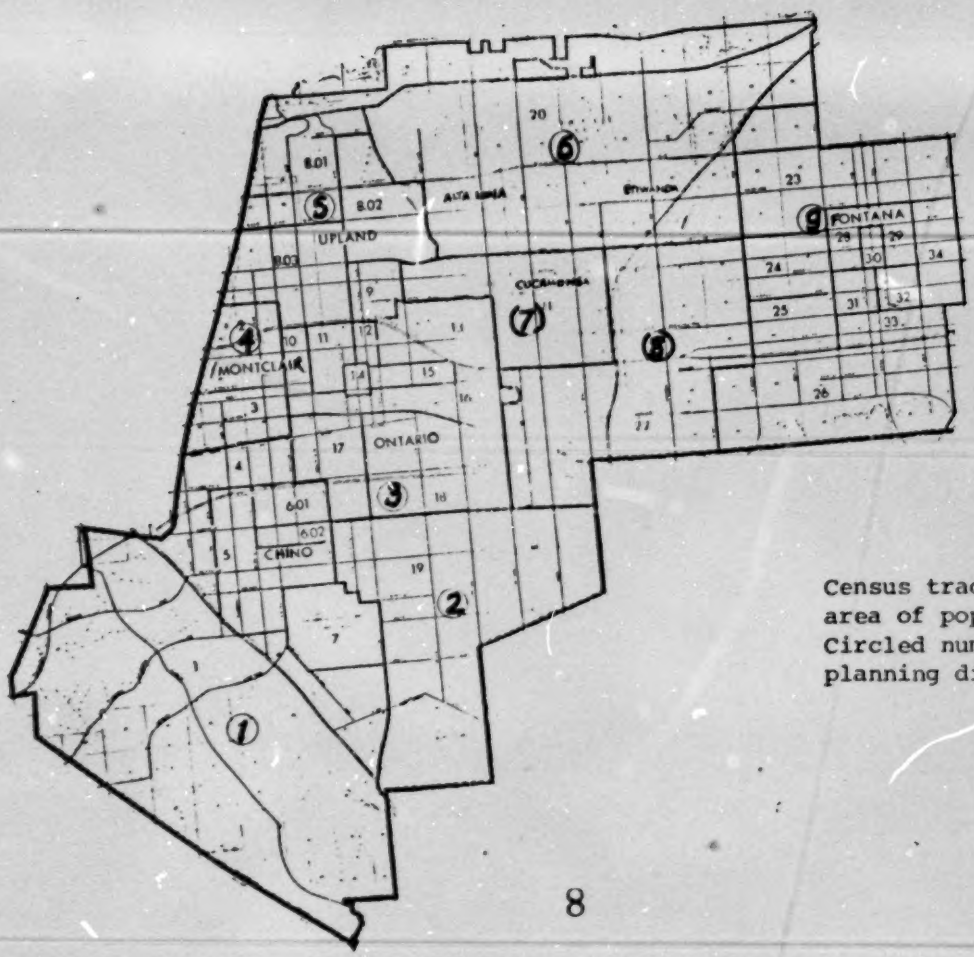
Selection of Units

A map of each census tract was used to randomly locate intersections of residential streets. For each intersection a specific corner was designated: northeast, southwest, etc. A direction to travel from that corner was also designated. The distance to travel from the corner depended on a random number, one to twelve, which indicated the specific residence to select. An example of the maps used and the directions for locating a specific residence is found in Appendix I.

The method by which a specific interviewee was selected after the location of the residence is described in the "General Instructions" of the survey form (Note Appendix I).

GEOGRAPHIC AREA
(Total Sample - 368)

CENSUS TRACT	SAMPLE SIZE	CENSUS TRACT	SAMPLE SIZE	CENSUS TRACT	SAMPLE SIZE
1	8	11	18	23	2
2	29	12	7	24	9
3	17	13	27	25	6
4	9	14	3	26	5
5	9	15	10	28	3
6.01	9	16	9	29	8
6.02	8	17	7	30	3
8.01	12	18	13	31	5
8.02	10	19	6	32	9
8.03	26	20	20	33	9
9	13	21	8	34	15
10	12	22	4		



Census tracts for geograp
area of population.
Circled numbers indicate
planning districts.

Interview Forms

There were three forms used in the interviews. A form was selected based on the educational situation of the interviewee. For the most part, the forms are the same. The few differences that exist between the forms were incorporated so that questions would be compatible. These forms were revised three times prior to the survey. The last two revisions were based on data obtained in the pre-testing of the questions. One of the three interview forms and an instruction sheet are found in Appendix I.

Using Form "C", the items that relate to the five major questions are listed below:

Major Question	Form "C" Item	Short Description of Item
1. General Characteristics	#17	Age
	#18	Marital status
	#19	Number and age of children
	#20	Educational level
	#21	Occupation
	#22	Income level
2. Factors that restrict participation in education.	#5	Includes transportation, child ca work, finances, responsibility, a personal feelings as possible restrictions.
3. General needs and concerns.	#8 & #13	Activities for women
	#9	Career options for women
	#10 & #11	Special agencies for services to women.
	#12	Mechanical skill & working with t
	#14	Social expectations and potential
	#15	Confidence and ability
4. Educational Interests	#1	Future class plans
a. Special educational interests.	#2	Special interests or activities
b. Interest in vocational education.	#3	Improving or learning new vocational skills
c. Interest in degree	#4	College degree desired
*5 Changes needed in current programs.	#6	Classes for women only
	#7	Time to offer

*Answers to other questionnaire items are also related to this major question.

Interview Procedures

Students (primarily women; a few men) were hired for $3.00 per interview. These students were trained and dispatched throughout the District during the months of March, April, and May of 1975. All interviews were attempted during the weekends.

According to instructions, if the interviewer could not secure an interview at the designated residence, she/he was to try at the next residence. About half of the interviews were obtained in this manner because of the following reasons:

1. Nobody in the survey population resided at the designated residence.

2. Nobody was home.

3. Nobody would participate in the interview.

By the end of the survey 368 (97.6%) of the 377 needed interviews were completed.

Summary of Data

All data were given numeric codes and keypunched. The data were summarized via two sub-programs of the Statistical Package of the Social Sciences, "frequencies," and "cross tabulations." Correspondingly the two resultant data summaries were composed of descriptions of responses and descriptions of inter-relationships among responses. The former is found in Part IV; the latter, Part V.

III. CHARACTERISTICS OF SAMPLE*

To extrapolate from the following sample data to the characteristics of the total population, consider that each percentage is roughly equivalent to 1200 women.

The largest are groups were 31-35 (14.4%) and 26-30 (14.1%), with 50.5% of the sample comprised of women between the ages of 26 and 45 (See Table I, Appendix II). 74.5% of the women were currently married, 82.6% had children (most typically, 2 children - 28.8% of the sample), and 28.8% of the women had children of preschool age, under 5.

In terms of current enrollment in school, 4.3% of the sample (16 women) were high school students. 13.0% (48 women)** were attending educational institutions, and 82.6% (304 women) were not currently enrolled in school. Almost a third of the women had graduated from high school and another 31.5% had taken some college courses. It is significant that the married women as a group (as well as the total sample) were more highly educated than the spouses as a group, except for college graduates: only 8.4% of the married women had graduated from college, whereas 18.2% of their spouses were college graduates (Appendix II, Table VI).

*The data summarized in this section are available in Appendix II.
**44% of these, 21, were attending Chaffey.

However, when comparing husbands and wives, rather than all married women and all spouses, the greatest congruity in the educational levels of women and their spouses was for the women who were college graduates: 61.3% of them had spouses who were also college graduates, while approximately 40% of the women of other educational levels had spouses of the same educational level. At lower educational levels, the women usually had spouses who were more highly educated than themselves: 42.5% of the women with less than a 10th grade education, 51.1% of the women with less than a 12th grade education, 32.9% of the high school graduates, and 25.0% of the women with some college had spouses who were more highly educated than they were.

At the time of the survey, 35.9% of the sample were working and the educational level was a significant factor associated with employment of the respondent. 58.1% of the college graduates and 43.1% of the women with some college were employed, whereas only 19.1% of the women with less than a 10th grade education, and 34.4% of the high school graduates were employed. Most of the women (47.6%) reported their occupation to be "housewife." Of the other occupational titles reported, 16.0% of the sample reported clerical-secretarial jobs, which was approximately three times more than any of the other six occupational categories.

Total family income of the respondents is described in the following table.

Table I
Family Income of Respondents

Income	Number of Respondents	Percentage of Sample
$0-4599	47	12.8
$4600-6099	31	8.4
$6100-9099	42	11.4
$9100-12,099	56	15.2
$12,100-15,099	76	20.7
$15,100-20,999	48	13.0
$21,000+	13	3.5

Most of the women (46.2%) reported that they earned no part of the total family income; but 22.4% contributed 1-100%, with 11.7% of the women earning 76-100% of the family income*. 21.5% gave no response. Educational level seems to have little relationship to the percentage of family income earned by women, despite the fact that more highly educated women are much more likely to be working than women with less education.

IV. RESPONSES TO QUESTIONS

Factors that Restrict Participation in Education

Each interviewee was asked if any of the following broad categories represented restrictions on their ability to take classes: transportation, child care, work, finances, family responsibilities, and personal feelings. Table II includes the number and percent of "yes" responses to these potential restrictions.

*The coding of this question did not allow women who earned 100% of the family income to be distinguished from the others in the 76-100% category.

Table II
Restrictions to Education

Type of Restriction	"Yes" Responses Number	Percent
Transportation	78	21.2
Child Care	95	25.8
Work	73	19.8
Finances	81	22.0
Family Responsibility	117	31.8
Personal Feelings	72	19.6
Other	35	9.5

After a "yes" answer to a restriction, the interviewee was asked to be more specific: "Why is that a restriction?" The specific reasons that occurred with any frequency are summarized below:

Table III
Specific Reasons for a Restriction

Type of Restriction	Specific Reason	Number	% of "yes"[1] Responses
Transportation	No car available	29	37.2
	Do not drive	13	16.7
Child Care	Not available	14	14.7
	Too expensive	14	14.7
	Children too young	14	14.7
Family Responsibility	Husband would not accept going to school	14	12.0
	Family comes first	50	42.7
Personal Feelings	Too old to go to school	10	13.9
	Would not be able to succeed	7	9.7
	Do not like school	22	30.6

[1]Note Table II for total number of "yes" answers for each restriction.

General Needs and Concerns

Eight areas of needs and concerns were covered by the questionnaire. Each was presented in the form of a statement by the interviewer, and the respondent was asked if she strongly agreed, agreed, disagreed, or strongly disagreed (SA, A, D, SD). Table IV summarizes the responses for the total sample. (See page 8)

Agreement (strongly agree or agree) was the predominant response. That women needed more information about agencies that provided special services for women had the highest agreement rate, 85.9%. The lowest rate of agreement, 61.1%, was for the statement that women needed more opportunities to interact with other women.

Table IV
Agreement with General Needs & Concerns

Statement	SA		A		D		SD		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Women need more interesting and rewarding activities	103	28.0	181	49.2	71	19.3	6	1.6	7	1.9
Women need more encouragement to explore career options	82	22.3	202	54.9	78	21.2	2	0.5	4	1.1
Women need more information about agencies that provide help to women	88	23.9	228	62.0	43	11.7	1	0.3	8	2.2
Women need more agencies that provide services and help to women	62	16.8	203	55.2	82	22.3	1	0.3	20	5.4
Women need more mechanical skills and ability to work with tools	104	28.3	177	48.1	76	20.7	4	1.1	7	1.9
Women need more opportunities to interact and communicate with other women	35	9.5	190	51.6	135	36.7	3	0.8	5	1.4
Women have been limited in developing their potential because of what is expected of them	85	23.1	166	45.1	106	28.8	7	1.9	4	1.1
Women have trouble doing new things because they lack confidence in their ability	73	19.8	189	51.4	89	24.2	10	2.7	7	1.9

Educational Interests

When asked if they had plans to attend school in the future, 157*, or 42.7%, of the respondents answered "yes." The same number answered "no", and 54, or 14.7%, were undecided.

For the women who had future plans, Table V indicates when they planned to attend.

Table V
When Respondents Plan to Attend School

	Number	Percent
Continue next term	51	32.5
Start next term	45	28.7
Start within one year	11	7.0
Start within 2 or more years	17	10.8
Indefinite	33	21.0
Total	157	100.0

A majority of the sample, 64.7%, said that they would like to take classes in the future that were compatible with their special interests. Nearly 35% indicated that they would like to pursue courses for learning or improving vocational skills. Approximately 33%, 122, expressed interest in courses that would lead to a college degree**.

Table VI includes the number and percent of the 122 women who expressed interest in the different types of degrees.

Table VI
Type of College Degree Desired
(N = 122)

	AA/AS	BA/BS	Graduate	License or Certificate	Undecided
Number	20	47	13	5	37
Percent	16.4	38.5	10.6	4.1	30.7

Specific courses of interest are listed in Appendix III. Nearly all of these are already part of the college's curriculum.

Changes in Current Program

The two questions directly pertaining to changes in the current program concerned the best time for offering classes and the desirability of classes for women only. These questions were asked of the women who expressed some interest in taking classes in the future.

Table VII shows that "evening" is the time most frequently preferred. Table VIII shows that Monday is the day most preferred.

*103 of the 157, or almost 28% of all respondents, planned to attend Chaffey College.
**The total of these percentages exceeds 100% because some respondents expressed more than one educational interest.

Table VII
Preferred Time of Day for Classes
(N = 249)

Time of Day	Number*	Percent
Early morning	122	49.0
Late morning	97	39.0
Early afternoon	81	32.5
Late afternoon	69	27.7
Evening	136	54.6
Any time	44	17.7

*Includes all responses for each interviewee

Table VIII
Preferred Day for Classes
(N = 249)

Day	Number*	Percent
Monday	219	88.0
Tuesday	217	87.1
Wednesday	207	83.1
Thursday	210	84.3
Friday	195	78.3
Saturday	130	52.2
Any Day	116	46.6

*Includes all responses for each interviewee

Fifty women (13.6%) reported that they felt very positive about taking classes designed for women only; another 131 (35.6%) indicated that they felt positive. Sixty (16.3%) reported that they felt negative; and eight (2.2%) reported very negative feelings about such courses. A disproportinately high number gave no response to this question in comparison to responses to other questions (119, or 32.4%).

V. INTERRELATIONSHIPS BETWEEN RESPONSES

Factors that Restrict Participation in Education

Of the women who work, 53.8% claim work is a restriction to taking classes, but these women are less likely than non-working women to experience the other restrictions (See Appendix IV, Table I). However, one restriction was more significant than other restrictions for working women: 25.8% reported family responsibilities as a restriction. Few of the working women had a child care restriction; only approximately 20% of the women with children under five years of age were working, compared with about 36% of the women who had older children.

As one would expect, the age of the respondents' children was inversely related to restrictions of family responsibilities and child care needs; approximately 60% of the women with children under five years of age were restricted by family responsibilities and about 75% had a child care restriction (Appendix IV, Table II). There was a less significant, but clear, inverse relationship between

the age of the respondents' children and a financial restriction to taking classes: approximately 31% of those with children under five, 25% of those whose children were six to fifteen, and 18% of those whose children were sixteen or older expressed a financial restriction.

Age of respondent was not closely related to many restrictions, but personal feelings and transportation deserve mention. Personal feelings as a restriction compared with 14-16% of the other age groups. A transportation restriction was most likely for women under 25 (25.8%), and the most common reason given was unavailability of a car. But for several age groups, one type of transportation restriction was significant: about 6% of the women 21-25, 31-35, and 51-60 did not drive, and 14-15% of the women over 60 did not drive. The total number of women who did not drive was small (thirteen), but an extrapolation of the data indicates approximately 15,600 women in the District are restricted from taking classes because they do not drive.

In terms of socioeconomic class variables, there was a clear inverse relationship between educational level and two restrictions, transportation and finances (Appendix IV, Table III). There was also a clear inverse relationship between family income and those same restrictions, transportation and finances (Appendix IV, Table IV). Child care was a problem for 30-35% of the women with annual family incomes under $12,100, while only 20% or less of the higher income women experienced a child care restriction. It was not the poorest women who were most likely to express this restriction, but rather the women in the $6100-9099 and $9100-12,099 income groups. In fact, for the two remaining restrictions (personal feelings and family responsibilities) those two income groups consistently reported restrictions more significant than other income groups: 45-48% of the women in those two income groups reported family responsibilities as a restriction (compared with 23-33% for other income groups), and 21.4% in each of those two income groups reported personal feelings as a restriction (compared with 9-17% for other income groups).

A ranking of the restrictions by area of residence is summarized in Appendix IV, Table V. Women in North and East Fontana were most likely to experience restrictions (notably family responsibilities, child care, and finances) followed by women in Chino (transportation, family responsibilities and child care were the most serious restrictions there) and Southeast Ontario-South Montclair (finances and work were the most serious restrictions there). The most significant restrictions, by area of residence, were family responsibilities for North and East Fontana women (47.2% identified this restriction, compared with 21-36% in other areas) and the financial restriction faced by women in Southeast Ontario and South Montclair (41.7%) and North and East Fontana (36.1%).

General Needs and Concerns

Certain subgroups deviated from the total sample in regard to needs and concerns. Tables IX and X describe differences between these groups and the total sample.

TABLE IX

PERCENTAGE OF AGREEMENT* WITH GENERAL SOCIAL NEEDS & CONCERNS BY SUBGROUPS**

STATEMENT	SEPARATED (N = 9)		LESS THAN 10TH GRADE EDUCATION (N = 41)		LESS THAN 12TH GRADE EDUC. (N = 43)		COLLEGE GRADUATES N = 31)		INCOME LEVEL UNDER $6100 (N = 78)		INCOME LEVEL - $12,100- $20,099 (N = 66)		INCOME LEVEL - $21,000+ N = 55		TOTAL SAMPLE	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
Women need more interesting and rewarding activities	100	0													77.2	20.9
Women need more encouragement to explore career options															77.2	21.7
Women need more information abt. agencies that provide help	77.7	22.2													85.9	12.0
Women need more agencies that provide services & help to them	66.6	33.3	85.1	8.5									61.8	29.1	72.0	22.0
Women need more mechanical skill and ability to work with tools	100	0			82.2	17.8	90.3	9.7							76.4	21.8
Women need more opportunities to interact and communicate			72.3	27.6							53.2	45.2			61.1	37.5
Women been limited in developing potential because of what expected of them					77.8	17.8			76.9	17.9			60.0	40.0	68.2	30.6
Women have trouble doing new things because lack confidence															71.2	26.9

* "No Responses" have been omitted

** See Appendix IV, Tables XVI and XVII for more complete data

TABLE X

PERCENTAGE OF AGREEMENT* WITH GENERAL SOCIAL NEEDS & CONCERNS BY AREA OF RESIDENCE** SUBGROUPS

STATEMENT	Area 2 (SE Ontario, S Montclair) N = 24		Area 3 (N. Ontario North Montclair) N = 93		Area 5 (SE Upland, Cucamonga, Guasti) N = 45		Area 6 (Chino) N = 45		Area 7 (S and Central Fontana) N = 34		Total Sample	
	A	D	A	D	A	D	A	D	A	D	A	D
Women need more interesting and rewarding activities											77.2	20.9
Women need more encouragement to explore career options	62.5	37.5							88.2	11.8	77.2	21.7
Women need more information about agencies that provide help											85.9	12.0
Women need more agencies that provide services and help to them									88.2	8.8	72.0	22.6
Women need more mechanical skill and ability to work with tools					64.0	36.0					76.4	21.8
Women need more opportunities to interact and communicate			47.4	50.5			53.3	46.7	79.4	20.6	61.1	37.5
Women have been limited in developing potential because of what is expected of them	58.3	41.7									68.2	30.6
Women have trouble doing new things because they lack confidence											71.2	26.9

* "No Responses" have been omitted

** See Appendix IV, Table VI for more complete data

"Strongly Agree" and "Agree" responses and "Disagree" and "Strongly Disagree" responses have been combined in Tables IX and X. In doing so, the tendency for highly educated women to "strongly agree" to several statements has been lost: "Women need more encouragement to explore career options," "Women need more information about agencies . . . ." and to a lesser extent, "Women have been limited in developing their potential. . ." and "Women . . . lack confidence. . ." elicited strong agreement from highly educated women, more than from women with less education (See Appendix IV, Table XVII).

Another subgroup of women not described in Tables IX and X is working women. They were less likely than non-working women to express a need for more interaction (56.1% v.s. 63.9% for non-working women) but more likely to indicate that women need more information about agencies that help women (90.2% v.s. 83.5% of the non-working women).

Women with preschool age children are compared with women who have older children in Appendix IV, Table VII, in regard to two of the social concerns and attitudes. Apparently women with small children feel the strongest need for interaction with other women, and are more likely to feel their potential has been limited by social expectations.

The relationship between marital status and several of the social concerns and attitudes is noteworthy. Divorced and separated women (91.6% and 88.8% respectively) and also widows (81.8%) were in greater agreement than married and single women (75.2% and 72.8% respectively) with the statement that "Women need more encouragement to explore career options." Divorced and separated women (79.1% and 77.8%) were in greater agreement than the other women (60-67%) that "Women have been limited in developing their potential. . ." Divorced, widowed, and separated women (83.3%, 81.8% and 77.8% respectively) were in greater agreement than married and single women (70.8% and 54.6%) with the notion that women lack confidence.

Educational Interests

Women who were working were more likely to have future class plans (53.0%) than women who were not (36.0%). Current educational level was closely related to plans for taking classes in the future; 62% of the women who already had some college and 68% of those who had a college degree planned to take classes in the future, whereas only 18-25% of those who had not completed high school and approximately 33% of those with high school diplomas planned to take classes in the future. In relationship to income (Appendix IV, Table VIII) women in the highest income groups ($15,000-20,099 and $21,000+) and women below the poverty level were the most likely to have future class plans (52.1%, 69.1% and 44.7% respectively), whereas women in the $6100-9099 income group expressed the least interest. There was a clear inverse relationship between age of respondent and future class plans, with 61.3% of the under 25 women and only 28.2% of the women over 46 having plans for taking classes in the future (See Appendix IV, Table IX).

By the area of residence (Appendix IV, Table X) women in the Upland-Alta Loma-Etiwanda area and in Chino were most likely to have plans for taking classes in the future (52.2% and 48.9% respectively said "yes"). Women in the southeast Upland-Cucamonga-Guasti area and in North and East Fontana were the least likely to have plans for taking classes in the future; 56.0% and 55.6% respectively said they did not have future class plans. The residential areas in which a significant percentage of women were "undecided" about their plans for taking classes in the future were South and Central Fontana (23.5%) and Southeast Ontario, South Montclair (20.8%).

Well over 50% of the women in every income category* described some special interests or activities they would like to pursue in the future; but with increasing income there was increasing interest, with 74.5% of the women in the $21,000+ category expressing such interests. In regard to vocational interests, 33-38% of the women in most income categories reported an interest in improving vocational skills, with two exceptions: about 43% of the women with family incomes of $6100-9099 expressed interest, while about 29% of the women in the $9100-12,099 category were interested in improving vocational skills. An interest in obtaining a college degree was expressed most frequently by women in the lowest income category (40.4%) and women with family incomes about $15,100 (44-45%). Women who were not working were almost as likely as working women to describe special interests or activities they would like to pursue in the future (62.3% and 68.9% respectively), but working women were more interested in improving vocational skills and in obtaining a college degree. About 45% of the working women and 30% of the non-working women expressed those respective interests (See Appendix IV, Table XII).

Current level of education was directly related to the pursuit of special interests and activities. Approximately 39% of the women who had not completed the 10th grade expressed these interests, in contrast with 71% of the college graduates. About 34-42%of the women at most educational levels expressed interest in improving vocational skills, but only 17% of the women who had not completed tenth grade were interested. There was a sharp contrast between lesser educated women and women who had some college or a college degree in regard to their interest in obtaining degrees: 53-61% of the highly educated women wanted to obtain college degrees, or higher degrees, whereas only 22-28% of the women at other educational levels expressed interest in a college degree (See Appendix IV, Table XIII).

By area of residence (Appendix IV, Table XIV), the greatest interest in pursuing special interests or activities was expressed by women in Chino (80%), South and Central Fontana (73.5%), Upland-Alta Loma-Etiwanda (71.6%), and Southeast Ontario-South Montclair (70.8%), but in most other areas approximately 60% of the women expressed such interests, with the exception of Central and South Ontario and downtown Chino, where only 43.2% of the women had these interests. In regard to vocational interests, women in Southeast Ontario-South Montclair expressed the most interest (45.8%), followed by Upland-Alta Loma-Etiwanda (43.3%) and Southeast Upland-Cucamonga-Guasti (40%). Women in North Ontario-North Montclair were notably disinterested in improving vocational skills (20.4%). The greatest interest in obtaining a college degree was indicated by women in the Upland-Alta Loma-Cucamonga area (46.3%), but 42% of the respondents in Southeast Ontario-South Montclair and in North and East Fontana also wanted a college degree. The other areas ranged from 31-35%, with the exception of Southeast Upland, Cucamonga and Guasti, where only 24% of the women were interested in a college degree.

Changes in Current Program

The idea of taking a class designed especially for women was appealing to younger women but less so to older women. 67.7% of the women 25 and under were favorable, in contrast with 52.7% of the women in the 26-45 category, and only 37.3% of the women 46 or older. At most income levels, about 40-46% of the women found the idea of a class for women only appealing, but 67.3% of the women with family incomes over $21,000 responded positively to the idea, and 58.1% of the women in the $4600-6099 category were interested (See Appendix IV, Table XV). By area

*See Appendix IV, Table XI

of residence, women in the Upland-Alta Loma-Etiwanda area were the most favorable to the idea of taking a class designed for women only (62.7% responded positively), and in several other areas 53-55% responded positively: Central and South Ontario, all of Chino, and South and Central Fontana. Only about one-third of the women in South Ontario, South Montclair, and in Southeast Upland-Cucamonga-Guasti gave positive responses, and 42-45% of the women in North and East Fontana and North Ontario-North Montclair were favorable.

VI. DISCUSSION

Two checks were made between the sample and the total population. First, the age distribution of the sample was compared with the actual age distribution found in the 1970 census reports:

Age Range	Percent of Sample	Percent in Population
21-30	24.8	23.5
31-40	30.0	19.7
41-50	18.9	18.0
51-60	13.6	16.1
60+	12.7	22.8

In order to obtain comparable data, women under 21 have been omitted.

The greatest discrepancies were for the age ranges "31-40" and "61+". While part of the discrepancies would be due to actual population changes over the last five years, these differences suggest that the former age group was overly represented, and the latter was under represented.

The second check was a comparison between the percentage of interviewees who were attending Chaffey and the proportion of the total population according to 1975 population estimates and college enrollment data. 21, or 5.7%, of the interviewees were attending Chaffey; which closely approximates the 5.5% of the total population who were actually attending Chaffey.

The Selection Process

Part of the instructions to the interviewers was to go to the next residence if an interview could not be secured at the designated residence. These instructions provided for a possible systematic sampling error, since nearly 50% of the interviews were conducted at the "next residence." In light of this trend, an improved definition of the population would be the following: Women eligible to attend Chaffey who are likely to be home on weekends during late winter and early spring.

Validity of Questions

Question #4, "Would you like to get a college degree?", received a "no" response from some women who already had a degree. In those cases it was not determined if the interviewee would have liked to obtain a higher degree.

Two of the restrictions in question #5 were overlapping, which caused some problems in categorizing. For example, it was difficult to separate "child care" from "finances" when finances was given as the reason for a "child care" restriction. In essence, the 14 women who stated that finances were the reason for a child care

problem could have been listed under "finances" in Table II of Part VI. In regard to all restrictions, the interviewees were not asked if they would attend classes if the restrictions were removed.

The question on family income, #18, received a high "no response" rate, 21.5%. This was due to an unwillingness to answer the question as well as a failure of some interviewers to ask the question. The high "no response" rate is a reason to question the validity of data summaries that categorize by income level.

Frankness and Cooperativeness of Interviewees

Immediately following each interview, the interviewer rated the interviewee on frankness and cooperativeness. Approximately 60% were rated as frank or very frank; 84% were rated as cooperative or very cooperative.

VII. CONCLUSIONS

A major conclusion to this study of the educational needs of women in the Chaffey College District is to verify that the educational level attained by women is generally less than that attained by men: only 8.4% of the married women had graduated from college (the same percentage of the total sample were college graduates) whereas 18.2% of their spouses were college graduates. The relationship of educational level and employment clarifies the significance of this conclusion. Women who are college graduates and women with some college are much more likely to be working (58.1% and 43.1% respectively) than are women with less education: 19.1% of the women with less than a 10th grade education work; 35.9% of the total sample works.

Another general conclusion lends support to the observations of feminists that traditional expectations prevent women from attending college. A sense of family responsibility was the highest ranking restriction to taking classes. Most of the responses indicated that this is a restriction based on self expectations or the perceived expectations of others.

Factors that Restrict Participation in Education

The significance of these restrictions may be evaluated in light of the fact that each percentage of the total sample is roughly equivalent to 1200 women. Approximately 83% of the women in the community have at least one restriction that prevents them from taking classes. The most predominant restriction, affecting 31.8% of all women, is "family responsibility". Among the many reasons for this restriction, the most commonly stated was the following: "The family comes first." This perception is held by 42.7% of the women with the family responsibility restriction (13.6% of the total sample). That the husband is opposed to the wife taking classes, is the next most commonly stated reason. This reason pertains to 12% of those with the family responsibility restriction (or nearly 4% of the total sample, which is equivalent to about 4800 women).

The second highest ranking restriction to taking classes was "child care", reported by 25.8% of the respondents (or roughly 30,960 women in the community). Child care was the highest ranking restriction among women with children under 5 years of age (28.8% of the sample). 75% of these women reported a child care restriction. The three most common reasons given for this restriction are the

following: children are too young for child care; child care is not available; child care is too expensive. Each of these three reasons pertains to about 15% of the women with a child care restriction (or almost 4% of the total population, which is equivalent to about 4800 women).

Transportation is a restriction for 21.2% of the women in the community. The two most predominant reasons for this restriction are the non-availability of a car and the inability to drive. 7.9% of the population, or approximately 9,450 women, do not have an available car; 3.5%, or approximately 4,240 women, do not drive.

Personal feelings was reported as a restriction to taking classes by nearly 20% of the respondents. The most common personal feeling that restricts women from taking classes is a dislike for school. 6% of the women in the community have that feeling. Another 2.7% feel that they are too old for school, and 1.9% feel they would not be able to succeed.

Nearly 20% of the women in the community view their employment as a restriction to taking classes. 22% (approximately 26,400 women) are restricted financially.

General Needs and Concerns

A large majority of women in the Chaffey community, over 76%, reported that they "agree" or "strongly agree" with the following statements: Women need more interesting and rewarding activities; women need more encouragement to explore career options; women need more information about agencies that provide help to women; and women need more mechanical skills and ability to work with tools. 68.2% of the women were in agreement with the statement that women have been limited in developing their potential because of what is expected of them.

The three statements with which women are most likely to "strongly agree" are those regarding mechanical skills, interesting and rewarding activities and limited potential. Respectively, 28.3%, 28% and 23.1% of the women "strongly agree" with these statements.

Several subgroups that ranked above the norm in their agreement with the statement about limited potential were women with less than a 12th grade education (77.8%), women with family incomes under $6,100 per year (76.9%), women with children under five years of age (73.5%), and divorced and separated women (79.1% and 77.8%).

Educational Interests

Nearly 43% of the women in the Chaffey District plan to take classes in the future. Approximately 15% are undecided. Women who work, women with college experience, women under 25, and women in the highest and lowest income groups are more likely to have future class plans than their counterparts. Percentages for these subgroups are 53%, 62%, 61%, and 69% compared with the norm of 42.7%.

Two thirds of the women plan to take classes according to their own special interests. One third plan to take classes for vocational purposes. Interest in classes for obtaining a college degree was expressed by 33% of the women[1].

[1] Approximately 30% of the women who plan to take classes have been counted in more than one of the three categories.

Changes in Current Program

Nearly all of the specific courses that women want to take are already included in the college's curriculum.

The two times during the day that are most preferred for taking classes are early morning and evening. The least preferred time is late afternoon; yet, there are 27.7% of the women who plan to take classes who prefer late afternoon.

Women who plan to take classes prefer weekdays to Saturday and Monday through Thursday to Friday. 84% to 88% would like to take classes during the first four days of the week. 78% would take classes on Friday; 52% on Saturday.

Approximately half of the women who plan to take classes feel positive about classes for women only.

Conclusions by Area of Residence

Profiles of several communities may be drawn from the data:

- - - - - - - - - - - - - Chino - - - - - - - - - - - -

Chino was an area in which several factors restricting participation in education were significant. Chino ranked highest of all residential areas on transportation restrictions (33.3% compared with the norm of 21.8%), second highest on family responsibilities (35.6% compared with the norm of 31.8%), and second highest on child care (35.6% v.s. the norm of 25.8%). At the same time, women in that community expressed strong educational interests: Chino ranked second highest in terms of women reporting that they have plans for taking classes in the future (48.9% compared with 42.7% of the total sample), highest in expressing special interests (80.0% v.s. 64.7% of the total sample), and was at or above the norm in reporting vocational interests and interest in obtaining a college degree.

- - - - - - - - - - - - - Fontana - - - - - - - - - - - - -

Fontana is also an area in which women experience serious restrictions on their ability to take classes. South and Central Fontana ranked second highest of all residential areas on transportation restrictions (29.4% compared with 21.8% of the total sample) and highest in reporting a work restriction (32.4% v.s. the norm of 19.8%). North and East Fontana ranked highest on child care (36.1% v.s. the norm of 25.8%), highest on family responsibilities (47.2% v.s. the norm of 31.8%) and second highest on financial restrictions (36.1% v.s. the norm of 20.0%).

South and Central Fontana had the smallest percentage of respondents who had seen a Chaffey College class schedule (26.5% v.s. 44% in other areas) and the largest percentage of women who were "undecided" about their plans for taking classes in the future (23.5% v.s. the norm of 14.7%). However, in regard to specific educational interests, South and Central Fontana ranked second highest of all residential areas on special interests (73.5% v.s. the norm of 64.7%) and slightly above the norm on vocational interests and interest in obtaining a college degree. Also, in regard to general needs and concerns, women in South and Central Fontana ranked highest in agreeing that women should be encouraged to explore career options (88.2% v.s. the norm of 72.0%), and a need for more opportunities to interact with other women (79.4% v.s. the norm of 61.1%).

In regard to educational interests, women in North and East Fontana are less likely to have plans for taking classes in the future than other women in the district (55.6% said "no", compared with 42.7% of all respondents), and were also below the norm in expressing special interests; but they were above the norm in expressing vocational interests and were one of the three residential areas that ranked highest on interest in obtaining a college degree.

- - - - - - Southeast Ontario, South Montclair - - - - - -

This was the area most affected by a financial restriction (41.7% v.s. the norm of 20.0%) and was second highest in reporting a work restriction (29.2% v.s. the norm of 19.8%). This area ranked second in answering "undecided", when asked if they had plans for taking classes in the future, and was one of the two areas with the least interest in taking a class designed for women only (only one-third agreed, compared with the norm of 49.2%). Women in this area also expressed the least concern for encouraging women to explore career options (62.5% v.s. the norm of 77.2%) and the least agreement with the notion that women have been limited in developing their potential (58.3% compared with the norm of 68.2%). However, this area expressed the greatest interest in improving vocational skills (45.8% compared with the norm of 35%), and was above the norm in reporting special interests and interest in a college degree.

- - - - - Southeast Upland, Cucamonga, Guasti - - - - -

Women in this area were the least likely to have plans for taking classes in the future (56.0% said "no" compared with the norm of 42.7%) and the least interest in obtaining a college degree. But this area was one of the three highest in reporting vocational interests (40% compared with approximately 35% of all respondents) and was at the norm in expressing special interests. Like Southeast Ontario-South Montclair only one-third of the women in this area agreed with the idea of taking a class designed for women only.

VIII. RECOMMENDATIONS

Changes in Advertising

Several trends would suggest changes in how we advertise and what we advertise. Since there are areas in the District, especially Fontana, where only 25% of the women have seen a Chaffey schedule, alternative advertising media is a recommendation: television, radio, utility billing and residence mailing. Alternative dissemination procedures for the Class Schedule is particularly important since the offerings are compatible with the expressed interests of the women who plan to take classes.

Recommendations for modifying the contents of what is advertised follow:

(1) Emphasize the success of returning women students at Chaffey.

(2) Emphasize the receptiveness of Chaffey for non-traditional students.

(3) Include more information regarding financial aids.

These modifications should be made with the following in mind: some women feel they could not succeed in college; some women feel they are too old to go to college; women in the lowest income group have a higher than average interest in taking classes.

According to the data, the areas where financial aid information would be most needed would be Southeast Ontario, South Montclair, North and East Fonatna.

Provision of Transportation

In light of the transportation restrictions reported, two recommendations are made. The first is to provide driver education for those who are unable to drive. The second is to provide continuous bus runs for women who do not have transportation available.

Provision of Activities

In response to the majority of women who expressed a need for more interesting and rewarding activities, the recommendation is consciousness raising classes designed for high quality interactions. The content of such classes should include exploration of career options, information about agencies which provide help to women, and the evaluation of personal potential.

Provision of Mechanical Skills

Despite the prevalent need for mechanical skills, the number of women enrolled in classes where mechanical skills are taught is low. One recommendation for this problem is to place greater emphasis on the participation of women when advertising the courses. Another recommendation is to offer courses, taught by women, on the use of tools, basic automotive repair, and basic home maintenance and repair.

General Recommendation: Accessible, Comprehensive Services

A general recommendation is to provide classes and services at off-campus locations. Appropriate locations in terms of interest in classes and transportation problems would be Chino, Fontana, and the Ontario-Montclair area. Services should be provided in conjunction with one another and include child care, career counseling, and personal counseling.

KV-JB/ls
11-16-76

APPENDIX I

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APPENDIX I

Form:_____
Enter A, B, or

COMMUNITY SURVEY OF WOMEN

Interviewer:_____ Census Tract_____

Date:_____ Interview Number_____

Time:_____ Morning_____ Afternoon_____Evening

Location:_____(see map)

_____

General Instructions:

1. Do not interview any women who will not be 18 years old or out of high school by September, 1975 (see instruction #3 below)

2. Introduce yourself by using the following statement:

"My name is _____. I'm representing Chaffey Community College. We are conducting a survey to learn more about the interests of women of our community. Your household has been randomly selected for this survey, and the responses to this questionnaire will remain confidential. Would you be willing to participate?"
(to a man answering the door, substitute for the last sentence, "Are there any women at home? May I speak with her/one of them?")

3. If the person declines, say, "It would be very helpful to our survey results if you would participate, since your household was scientifically selected to be representative of the community. . ." Add any other comments you feel would be persuasive.

4. To determine which interview form to use (A, B, or C)

a. If it is obvious that the woman is not a high school student, nor less than 17 years old, ask her: "Are you enrolled in any kind of class offered by an educational institution?"

_____yes (use Form B for this person)
_____no (use Form C for this person)

b. If the woman may be a high school student, or less than 17 years old ask her:

1. "Are you still in high school?"

_____yes- - -"Are you a senior?"_____yes (use Form A)
_____no (Do not evaluate this person. Tell her, "I'm sorry but I can onl interview women who will be 18 or Seniors. Than you for your time. Is there any other woman in the household who could be interviewed?"

_____no- - - "Will you be 18 by September, 1975?"
_____yes- - -"Are you enrolled in any kind of class offered by an educational institution?"
_____yes- - -(use Form B)
_____no- - - (use Form C)

_____no- - -(DO NOT INTERVIEW this person. Tel her, "Thank you for your time. Is there any other woman in the household who could be interviewed?"

5. Depending on the form selected, enter an "A, B, or C" in the obox at the top of this page, and use that form to conduct the interview. REMEMBER: Form A is for high school seniors; Form B is for women out of high school who are enrolled in classes at an educational institution of some kind; Form C is for women who are not currently in school.

6. Enter "CENSUS TRACT" and "INTERVIEW NUMBER" (see top of this page) at the top of the Form you select.

APPENDIX I

CENSUS TRACT:_____

FORM C (For Women Not Attending School) INTERVIEW NUMBER:_____

1. Do you have plans for taking classes in the future?

_____Yes Which school?_____

What area of study?_____

When?_____

_____No

_____Undecided

2. Do you have any other special interests or activities that you would like to pursue in the future?

_____Yes (Specify)_____

_____

(Then ask, "Any others?")_____

_____

_____No

(If no response, give some examples such as collecting stamps or learning Greek.)

3. Are there any vocational skills that you would like to learn to improve your employment opportunities:

_____Yes (Specify)_____

_____

_____No

4. Would you like to get a college degree?

_____Yes (What degree?)_____

_____No

_____Undecided

5. Do any of the following represent restrictions on your ability to take classes:

	NO	YES	COMMENTS (Ask, "In What way?")
Does transportation restrict your ability to take classes?	_____	_____	_____
			_____
			_____
Do child care needs restrict your ability to take classes?	_____	_____	_____
			_____

	NO	YES	COMMENTS (Ask, "In what way?")
Do you work?____No ____Yes (If yes, ask:) Does your work schedule restrict your ability to take classes?	____	____	_____
Do finances restrict your ability to take classes?	____	____	_____
Do family responsibilities or feelings restrict your ability to take classes?	____	____	_____
Do personal feelings restrict your ability to take classes?	____	____	_____
Are there other restrictions?	____	____	_____

(If more than one "yes", ask, "which is the greatest restriction?" Circle the restriction mentioned. If two or more restrictions are perceived as equal, circle none.)

(Do not ask questions 6 and 7 of people who have expressed no educational interest.)

6. How would you feel about taking a class designed especially for women only?

Very positive	Positive	Negative	Very Negative

Comments: _____

7. For taking classes, what time of day and day of week would be best for you?

Day of Week	Time of Day: Early Morning	Late Morning	Early Afternoon	Late Afternoon	Evening	Anytime
Mon.						
Tues.						
Wed.						
Thurs.						
Fri.						
Sat.						
Any Day						

(For questions 8 through 15 as, "To what extent do you agree with the following statements strongly agree, agree, disagree, or strongly disagree?")

8. Women need more interesting and rewarding activities.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

_____

9. Women need more encouragement to explore career options.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

_____

10. Women need more information about agencies that provide help to women.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

_____

11. Women need more agencies that provide services and help to women.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

_____

12. Women need more mechanical skills and ability to work with tools.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

13. Women need more opportunities to interact and communicate with other women.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

_____

14. Women have been limited in developing their potential because of what is expected of them.

Strongly Agree _____ Agree _____ Disagree _____ Strongly Disagree _____

Comments: _____

_____

15. Women have trouble doing new things because they lack confidence in their ability.

Strongly agree	Agree	Disagree	Strongly Disagree

Comments: _____

_____

16. If you could do or be anything you wanted, what would you be?

_____

_____

_____

17. In what year were you born?

18. Are you: _____Single
_____Married
_____Separated
_____Divorced
or _____Widowed?

19. Do you have children? _____No _____Yes

Ages: _____0-2
(Indicate _____3-5
number in _____6-10
each age _____11-15
group) _____16-18
_____18+

20. How many years of schooling have you completed:
(INTERVIEWER: Check appropriate space) _____less than 10th
_____less than 12th
_____H.S. Graduate
_____Some college
_____College graduate

(INTERVIEWER: If person is married or has been married, ask:) "How many years of schooling has your spouse completed?"
_____less than 10th
_____less than 12th
_____H.S. graduate
_____Some college
_____College graduate

21. What is your occupation? _____
(INTERVIEWER: if person is married or has been married, ask:) "What is your spouse's occupation? _____

22. Please look at the categories given on this page. (INTERVIEWER: Show back page to respondent) and tell me in which category is your family's total annual income?)

_____A _____B _____C _____D _____E _____F _____G
Approximately what part of that total do you earn? _____

23. Have you seen a Chaffey College Class Schedule? ___No ___Yes (If yes, ask:) "How did you happen to see it?" _____
(If no, ask:) "Would you like one? ___yes ___no (INTERVIEWER: Distribute schedule, flyer)

INTERVIEWER: Just after completing interview, answer 24 and 25.

24. Estimate the respondent's replies: _____very frank
_____frank
_____not very frank
_____evasive

25. Estimate the cooperativeness of the respondent: _____very cooperative
_____cooperative
_____not very cooperative
_____very unccoperative

Go to the NE corner of Chino & Ramona. Go North to the 7th residence.

APPENDIX II

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APPENDIX II

TABLE I

AGE DISTRIBUTION OF SAMPLE

Age	#	%
18 or under	17	4.6
19-20	13	3.5
21-25	32	8.7
26-30	52	14.1
31-35	53	14.4
36-40	48	13.0
41-45	33	9.0
46-50	31	8.4
51-55	30	8.2
56-60	16	4.3
61-64	7	1.9
65 and over	26	7.1
N R	10	2.7

TABLE II

MARITAL STATUS OF RESPONDENTS

Status	#	%
Single	22	6.0
Married	274	74.5
Separated	9	2.4
Divorced	24	6.5
Widowed	22	6.0
N R	17	4.6

TABLE III

DISTRIBUTION OF CHILDREN OF RESPONDENTS

No. of Children	#	%
0	66	17.9
1	64	17.4
2	106	28.8
3	68	18.5
4 or more	47	12.8
N R	17	4.6

TABLE IV

NUMBER OF WOMEN WITH ONE OR MORE CHILDREN IN GIVEN AGE RANGES

Age Range	# (Duplicate Count)	% (Duplicate Count)
0 to 2	51	13.8
3 - 5	82	22.3
6 - 10	99	26.9
11 - 15	87	23.6
16 - 18	59	16.0
18+	132	35.9
N R	4	1.1

TABLE V

NUMBER OF WOMEN WITH ONE OR MORE CHILDREN IN THREE AGE RANGES

Age Range	#	%
0 - 5	106	28.8
6 - 15	143	38.9
16+	155	42.1

TABLE VI

EDUCATIONAL LEVEL OF MARRIED RESPONDENTS & SPOUSES
(N = 274)

Grade Level	Total Sample #	Total Sample %	Married Respondents #	Married Respondents %	Spouses of Married Respondents #	Spouses of Married Respondents %
Less Than 10th	47	12.8	27	9.9	27	9.9
Less Than 12th	45	12.8	36	13.1	32	11.7
H.S. Graduate	128	34.0	93	33.9	82	29.9
Some College	116	31.5	95	34.7	78	28.5
College Graduate	31	8.4	23	8.4	50	18.2
N R[1]	----	----	--	----	5	1.8

[1]Some did not describe the educational level of their spouse.

APPENDIX II

TABLE VII

DISTRIBUTION OF EDUCATION LEVEL OF SPOUSES BY EDUCATIONAL LEVEL OF RESPONDENTS*

	Respondent				
Spouse	Less than 10th	Less than 12th	H.S. Graduate	Some College	College Graduate
Less than 10th	42.6*	8.9	6.3	3.4	3.2
Less than 12th	23.4	31.1*	6.3	3.4	3.2
H.S. Graduate	10.6	33.3	40.6*	22.4	12.9
Some College	6.4	17.8	22.7	37.9*	6.5
College Graduate	2.1	0.0	10.2	25.0	61.3*
N =	40	41	110	107	27

*Does not include single women or "no responses"

TABLE VIII

RATE OF EMPLOYMENT BY EDUCATIONAL LEVEL

	Rate of Employment		
Educational Level*	#	%	Total in Sample
Less than 10th	9	19.1	47
Less than 12th	11	24.4	45
H.S. Graduate	44	34.4	128
Some College	50	43.1	116
College Graduate	18	58.1	31

*Does not include one "N R" to educational level

TABLE IX

OCCUPATION OF RESPONDENTS

	#	%
Housewife	175	47.6
Blue Collar	21	5.7
Clerical-Secretarial	59	16.0
Teaching	19	5.2
Sales	4	1.1
Food Service	9	2.4
Nursing	17	4.6
Other	24	6.5
N R	40	10.9

TABLE X

FAMILY INCOME OF RESPONDENTS

	#	%
0 - 4,599	47	12.8
4,600 - 6,099	31	8.4
6,100 - 9,099	42	11.4
9,100 - 12,099	56	15.2
12,100 - 15,099	76	20.7
15,100 - 20,999	48	[illegible].0
21,000+	55	14.9
N R	13	3.5

TABLE XI

PROPORTION OF FAMILY INCOME EARNED BY WOMEN

% of Total Family Income	#	%
0	170	46.2
1 - 25	51	13.9
26 - 50	17	4.6
51 - 75	8	2.2
76 - 100	43	11.7
N R	79	21.5

APPENDIX II

TABLE XII

PROPORTION OF FAMILY INCOME BY EDUCATIONAL LEVEL*

Proportion of Family Income		Educational Level: Less than 10th	Less than 12th	H.S. Graduate	Some College	College Graduate
0 - 50	#	30	26	86	76	20
	%	63.8	57.8	67.2	65.6	64.5
51 - 100	#	8	7	17	16	3
	%	17.0	15.5	13.2	13.8	9.7
N R	#	9	12	25	24	8
	%	19.1	26.7	19.5	20.7	25.8

*Does not include one N R to educational level.

APPENDIX III

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APPENDIX III

LIST OF COURSES MENTIONED BY INTERVIEWEES

Course	Frequency	Course	Frequency
Accounting	3	Hyper Active Children	1
Acting	3	Interior Decorating	5
Agriculture	4	Jewelry Making	1
Animals	4	Knitting	3
Antiques	2	Law	1
Archeology	1	Macrame	3
Art	27	Management	2
Astrology	1	Marriage	1
Auto Repair	3	Modeling	1
Ballet	1	Motorcycling	1
Banking	1	Music	12
Batik	1	Needlecraft	2
Belly Dancing	1	Nursing	6
Boating	1	Nutrition	1
Book Binding	1	Office Skills	1
Botany	2	Organ	1
Bowling	2	Painting	12
Bridge	1	Pattern Design	1
Camping	1	Photography	1
Ceramics	12	Physiology	1
Citizenship Course	1	Piean	3
Coin Collecting	1	Poetry	2
Cosmotology	2	Political Science	1
Court Reporting	1	Psychotherapy	1
Crafts	27	Psychocybernetics	3
Crocheting	6	Psychology	4
Culinary Arts	9	Reading	4
Cultural Studies	2	Real Estate	3
Dancing	6	Recreation	2
Drama	7	Sailing	1
Drawing	1	Sculpture	4
E.C.D.	3	Secretarial Skills	5
Ecology	2	Set Design	1
E.S.P.	1	Sewing	42
English	2	Shorthand	1
Fencing	1	Snow Skiing	4
First Aid	1	Softball	1
Fishing	1	Spanish	6
Food Management	1	Speech	1
Food Preservation	1	Sports	11
Furniture Recovering	1	Stocks	1
Gardening	15	Surfing	1
Golf	4	Swimming	3
Gourmet Cooking	2	Teaching	11
Graphology	1	Tennis	12
Guitar	3	Theatre History	1
Handball	1	Theology	1
Handicapped Children	2	Travel	20
Hiking	1	Television	1
Home Economics	10	Typing	3
Horseback Riding	5	Violin	1
Horse Training	1	Writing	6
House Plants	3	Yoga	1

APPENDIX IV

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APPENDIX IV

TABLE I

RESTRICTIONS BY WORKING-NOT WORKING

	Transportation		Child Care		Finances		Family		Personal Feelings	
	#	%	#	%	#	%	#	%	#	%
Working										
Yes	12	9.1	17	12.9	25	18.9	34	25.8	19	14.4
No	120	90.9	115	87.1	107	81.1	98	14.2	113	85.6
Not Working										
Yes	66	28.0	78	33.1	56	23.7	83	35.2	42	17.8
No	170	72.0	158	66.9	180	76.3	153	64.8	194	82.2

TABLE II

CHILD CARE AND FAMILY RESTRICTION BY AGE OF CHILDREN

Age of Children		Child Care Restriction		Family Restriction	
		yes	no	yes	no
0 - 5	#	79	27	63	43
	%	74.5	25.5	59.4	40.6
6 - 15	#	49	94	60	83
	%	34.3	65.7	42.0	58.0
16+	#	13	142	35	120
	%	8.4	91.6	22.6	77.4

TABLE III

RESTRICTIONS BY EDUCATIONAL LEVEL

Educational Level		Transportation		Finances	
		Yes	No	Yes	No
Less than 10th	#	25	22	20	27
	%	53.2	46.8	42.6	57.4
Less than 12th	#	14	31	11	34
	%	31.1	68.9	24.4	75.6
H.S. Graduate	#	26	102	27	101
	%	20.3	79.7	21.1	78.9
Some College	#	11	105	22	94
	%	9.5	90.5	19.0	81.0
College Graduate	#	2	29	1	30
	%	6.5	93.5	3.2	96.8

APPENDIX IV

TABLE IV

RESTRICTIONS BY INCOME LEVEL*

Family Income Level		Transportation Yes	Transportation No	Child Care Yes	Child Care No	Finances Yes	Finances No	Family Yes	Family No	Personal Feelings Yes	Personal Feelings No
1	#	20	27	15	32	21	26	13	34	8	39
0-4599	%	42.6	57.4	31.9	68.1	44.7	55.3	27.7	72.3	17.0	83.0
2	#	12	19	9	22	16	15	10	21	5	26
4600-6099	%	38.7	61.3	29.0	71.1	51.6	48.4	32.3	67.7	16.1	83.9
3	#	12	30	14	28	11	31	20	22	9	33
6100-9099	%	28.6	71.4	33.3	66.7	26.2	73.8	47.6	52.4	21.4	78.6
4	#	11	45	20	36	13	43	25	31	12	44
9100-12099	%	19.6	80.4	35.7	64.3	23.2	76.8	44.6	55.4	21.4	78.6
5	#	11	65	15	61	13	63	19	57	13	63
12100-15099	%	14.5	85.5	19.7	80.3	17.1	82.9	25.0	75.0	17.1	82.9
6	#	6	42	8	40	4	44	11	37	6	42
15100-20099	%	12.5	87.5	16.7	83.3	8.3	91.7	22.9	77.1	12.5	87.5
7	#	4	51	11	44	2	53	17	38	5	50
21000+	%	7.3	92.7	20.0	80.0	3.6	96.4	30.9	69.1	9.1	90.9

*Does not include N R to income. Does not include work restrictions which did not tend to vary with income levels.

TABLE V

RESTRICTION BY AREA OF RESIDENCE

Area		Transportation	Child Care	Work	Finance	Family Responsibilities	Personal Feelings
Upland	Rank	8	6	4.5	8	5	5
Alta Loma Etiwanda	%	7.5	22.4	19.4	9.0	31.3	14.5
S.E. Ontario	Rank	5	8	2	1	8	2
S. Montclair	%	25.0	8.3	29.2	41.7	20.8	20.8
N. Ontario	Rank	7	5	7	7	6	3
N. Montclair	%	14.0	26.9	17.2	17.2	28.0	19.4
Central & S. Ontario Downtown Chino	Rank	2	4	6	3	3	1
	%	31.8	27.3	18.2	29.5	34.1	22.7
Cucamonga Guasti S.E. Upland	Rank	4	3	3	4	7	8
	%	28.0	28.0	20.0	28.0	24.0	4.0
Chino	Rank	1	2	8	5	2	4
	%	33.3	35.6	13.3	22.2	35.6	17.8
S. & Central Fontana	Rank	3	7	1	6	4	7
	%	29.4	14.7	32.4	17.6	32.4	11.8
N. & E. Fontana	Rank	6	1	4.5	2	1	6
	%	22.2	36.1	19.4	36.1	47.2	13.9

*The eight areas were ranked from 1-8 (1 - most restricted) in regard to each restriction, in addition to reporting the incidence of restriction within a restriction area.

APPENDIX IV

TABLE VI

GENERAL NEEDS AND CONCERNS BY AREA OF RESIDENCE

Attitudinal Statement		Upland Alta Loma, Etiwanda			S.E. Ontario S.Montclair			N. Ontario N. Montclair			Central & S. Ontario, Dntwn. Chino			Cucamonga, Guasti, S. E. Upland			Chino			S. and Central Fontana			North & East Fontana		
		A	D	NR	A	D	NR	A	D	NR	A	D	NR	A	D	NR	A	D	NR	A	D	NR	A	D	NR
More Activities	#	49	17	1	17	7	0	75	18	0	34	8	2	19	6	0	34	9	2	29	4	1	27	8	1
	%	73.1	25.4	1.5	70.8	29.2	0	80.6	19.4	0	77.3	18.2	4.5	76.0	34.0	0	75.6	20.0	4.4	82.3	11.8	2.9	75.0	22.2	2.8
Career Options	#	55	12	0	15	9	0	68	25	0	36	5	3	20	5	0	31	13	1	30	4	0	29	7	0
	%	82.1	17.9	0	62.5	37.5	0	73.1	26.9	0	81.8	11.4	6.8	80.0	20.0	0	68.9	28.9	2.2	88.2	11.8	0	80.6	19.4	0
Info. About Agencies	#	60	5	2	20	3	1	78	15	0	41	2	1	23	2	0	37	7	1	30	2	2	27	8	1
	%	89.6	7.5	3.0	83.3	12.5	4.2	83.9	16.1	0	93.2	4.5	2.3	92.0	8.0	0	82.2	15.6	2.2	88.2	5.9	5.9	75.0	22.2	2.8
More Agencies	#	51	12	4	17	6	1	58	29	6	35	5	4	16	8	1	30	12	3	30	3	1	28	8	0
	%	76.1	17.9	6.0	70.8	25.0	4.2	62.4	31.2	6.4	79.5	11.4	9.1	64.0	32.0	4.0	66.7	26.7	6.7	88.2	8.8	2.9	77.8	22.2	0
Mechanical Skills	#	54	13	0	19	4	1	62	28	3	35	7	2	16	9	0	38	7	0	26	7	1	31	5	0
	%	80.6	19.4	0	79.2	16.7	4.2	66.7	30.1	3.2	79.5	15.9	4.5	64.0	36.0	0	84.4	15.6	0	76.5	20.6	2.9	86.1	13.9	0
Interaction w. other Wm.	#	45	21	1	16	8	0	46	49	2	28	15	1	16	9	0	24	21	0	27	7	0	23	12	1
	%	67.2	31.3	1.5	66.7	33.3	0	47.4	50.5	2.1	63.6	34.1	2.3	64.0	36.0	0	53.3	46.7	0	79.4	20.6	0	63.9	33.3	2.8
Limited Potential	#	51	16	0	14	10	0	60	33	0	30	12	2	17	8	0	31	14	0	26	7	1	22	13	1
	%	76.1	23.9	0	58.3	41.7	0	64.5	35.5	0	68.2	27.3	4.5	68.0	32.0	0	68.9	31.1	0	76.5	20.6	2.9	61.1	36.1	2.8
Lack Confidence	#	46	21	0	16	8	0	67	26	0	29	10	5	19	5	1	32	12	1	26	8	0	27	9	0
	%	68.6	31.3	0	66.7	33.3	0	72.0	28.0	0	65.9	22.7	11.4	76.0	20.0	4.0	71.1	26.7	2.2	76.5	23.5	0	75.0	25.0	0

APPENDIX IV

TABLE VII

SELECTED NEEDS AND CONCERNS BY AGE OF CHILDREN

Age of Children		Women Need More Opportunities to Interact and Communicate with Other Women		Women Have Been Limited in Developing Their Potential Because of What is Expected of Them	
		A	D	A	D
0 - 5	#	72	32	78	27
	%	67.9	30.2	73.5	25.5
6 - 15	#	85	56	91	51
	%	59.5	39.5	62.7	35.7
16+	#	85	68	100	53
	%	54.8	43.9	64.5	54.2

TABLE VIII

FUTURE CLASS PLANS BY INCOME LEVEL

Future Plans for Taking Classes		1 $0-4599	2 $4600-6099	3 $6100-9099	4 $9100-12099	5 $12100-15099	6 $15100-20099	7 $21000+	8 N R
Yes	#	21	12	9	18	27	25	38	5
	%	44.7	38.7	21.4	32.1	35.5	52.1	69.1	38.5
No	#	20	17	24	27	34	16	12	8
	%	42.6	54.8	57.1	48.2	44.7	33.3	21.8	61.5
Undecided	#	6	2	9	11	15	7	5	0
	%	12.8	6.5	21.4	19.6	19.7	14.6	9.1	0

TABLE IX

FUTURE CLASS PLANS BY AGE OF WOMAN

		Yes	No	Undecided
25 & Under	#	38	[illegible]	10
(62)	%	61.3	22.6	16.1
26 to 45	#	85	70	31
(186)	%	45.7	37.6	16.7
46 & Over	#	31	66	13
(110)	%	28.2	60.0	11.8

N = 358 (does not include 10 N R to age)

APPENDIX IV

TABLE X

FUTURE CLASS PLANS BY AREA OF RESIDENCE

Area		Yes	No	Undecided
1	#	35	20	12
	%	52.2	29.9	17.9
2	#	9	10	5
	%	37.5	41.7	20.8
3	#	36	42	15
	%	38.7	45.2	16.1
4	#	20	21	3
	%	45.5	47.7	6.8
5	#	9	14	2
	%	36.0	56.0	8.0
6	#	22	15	8
	%	48.9	33.3	17.8
7	#	10	16	8
	%	29.4	47.1	23.5
8	#	14	20	2
	%	38.9	55.6	5.6

1 - Upland, Alta Loma, Etiwanda
2 - Southeast Ontario, South Montclair
3 - North Ontario, North Montclair
4 - Central and South Ontario, Downtown Chino
5 - Southeast Upland, Cucamonga, Guasti
6 - Chino
7 - South and Central Fontana
8 - North and East Fontana

TABLE XI

EDUCATIONAL INTERESTS BY INCOME

Income		Special		Vocational		Degree		Undecided
		Yes	No	Yes	No	Yes	No	
$0-4599	#	25	22	16	31	19	23	5
	%	53.2	46.8	34.0	66.0	40.4	48.9	10.6
$4600-6099	#	19	12	12	19	10	19	2
	%	61.3	38.7	38.7	61.3	32.3	61.3	6.5
$6100-9099	#	23	19	18	24	11	21	7
	%	54.8	45.2	42.9	57.1	26.2	57.1	16.7
$9100-12099	#	36	20	16	40	16	34	6
	%	64.3	35.7	28.6	71.4	28.6	60.7	10.7
$12100-15099	#	51	25	26	50	26	42	8
	%	67.1	32.9	34.2	65.8	34.2	55.3	10.5
$15100-20099	#	35	13	16	32	21	23	4
	%	72.9	27.1	33.3	66.7	43.8	47.9	8.3
$21000+	#	41	14	21	34	25	29	1
	%	74.5	25.4	38.2	61.8	45.1	52.7	1.8
No Response	#	8	5	3	10	4	5	4
	%	61.5	38.5	23.1	76.9	30.8	38.5	30.8

TABLE XII

EDUCATIONAL INTERESTS BY WORKING-NOT WORKING

Working		Special Interest Yes	Special Interest No	Vocational Interest Yes	Vocational Interest No	Interest in Degree Yes	Interest in Degree No	Undecided
Yes	#	91	41	59	73	60	64	8
	%	68.9	31.1	44.7	55.3	45.5	48.5	6.1
No	#	147	89	69	167	72	135	29
	%	62.3	37.7	29.2	70.8	30.5	57.2	12.3

TABLE XIII

EDUCATIONAL INTERESTS BY EDUCATIONAL LEVEL

Educational Level*		Special Interests Yes	Special Interests No	Vocational Yes	Vocational No	Degree Yes	Degree No	Undecided
Less than 10th	#	18	29	8	39	13	31	3
	%	38.3	61.7	17.0	83.0	27.7	66.0	6.4
Less than 12th	#	26	19	19	26	11	27	7
	%	57.8	42.2	42.2	57.8	24.4	60.0	15.6
H.S. Graduate	#	82	46	43	85	28	79	21
	%	64.1	35.9	33.6	66.4	21.9	61.7	16.4
Some College	#	89	27	46	70	61	49	6
	%	76.7	23.3	39.7	60.3	52.6	42.2	5.2
College Graduate	#	22	9	12	19	19	12	0
	%	71.0	29.0	38.7	61.3	61.3	38.7	0

*Does not include 1 N R to educational level.

APPENDIX IV

TABLE XIV

EDUCATIONAL INTERESTS BY AREA OF RESIDENCE

Area		Special Interest Yes	Special Interest No	Vocational Yes	Vocational No	Degree Yes	Degree No	Undecided
Upland-Alta	#	48	19	29	38	31	29	7
Loma-Etiwanda	%	71.6	28.4	43.3	56.7	46.3	43.3	10.4
S.E. Ontario	#	17	7	11	13	10	13	1
S. Montclair	%	70.8	29.2	45.8	54.2	41.7	54.2	4.2
N. Ontario	#	56	37	19	74	29	57	7
N. Montclair	%	60.2	39.8	20.4	79.6	31.2	61.3	7.5
Central, South Ontario, Downtown Chino	#	19	25	16	28	14	23	7
	%	43.2	56.8	36.4	63.6	31.8	52.3	15.9
Southeast Upland-Cucamonga-Guasti	#	16	9	10	15	6	17	2
	%	64.0	36.0	40.0	60.0	24.0	68.0	8.0
Chino	#	36	9	17	28	15	25	5
	%	80.0	20.0	37.8	62.2	33.3	55.6	11.1
S. & Central Fontana	#	25	9	13	21	12	15	7
	%	73.5	26.5	38.2	61.8	35.3	44.1	20.6
N. & E. Fontana	#	21	15	13	23	15	20	1
	%	58.3	41.7	36.1	63.9	41.7	55.6	2.8

TABLE XV

CLASSES FOR WOMEN ONLY BY INCOME

Income Levels		Positive	Negative	No Response
1	#	20	9	18
0-4599	%	42.5	19.1	38.3
2	#	18	3	10
4600-6099	%	58.1	9.7	32.2
3	#	16	6	20
6100-9099	%	38.1	14.3	47.6
4	#	25	12	19
9100-12099	%	44.6	21.4	33.9
5	#	35	13	28
12100-15099	%	46.1	17.1	36.8
6	#	22	13	13
15100-20099	%	45.8	27.1	27.1
7	#	37	11	7
21000+	%	67.3	20.0	12.7
8	#	8	1	4
No Response	%	61.5	7.7	30.8

TABLE XVI

GENERAL NEEDS AND CONCERNS BY INCOME LEVEL*

Concerns & Attitudes		0 - 6099 1 & 2 A	D	NR	6100 - 12099 3 & 4 A	D	NR	12100 - 20099 5 & 6 A	D	NR	21000+ 7 A	D	NR
More	#	62	12	4	79	19	0	99	24	1	38	16	1
Activities	%	79.5	15.4	5.1	80.6	19.4	0	79.8	19.4	0.8	69.1	29.1	1.8
Career	#	65	10	3	74	24	0	96	28	0	40	15	0
Options	%	83.3	12.8	3.8	75.6	24.5	0	77.4	22.6	0	72.7	27.3	0
Information	#	65	9	4	88	9	19	107	16	1	44	9	2
Abt. Agencies	%	83.3	11.5	5.1	89.8	9.2	19.4	86.3	12.9	0.8	80.0	16.4	3.6
More	#	58	17	3	76	19	3	86	31	7	34	16	5
Agencies	%	74.4*	21.8	3.8	77.6*	19.4	3.1	69.4	25.0	5.6	61.8	29.1	9.1
Mechanical	#	56	20	2	76	20	2	94	29	1	43	11	1
Skills	%	71.8	25.6	2.6	77.6	20.4	2.0	75.8	23.4	0.8	78.2	20.0	1.8
Interactions	#	48	29	1	63	33	2	66	56	2	37	18	0
w. other wm.	%	61.5	37.2	1.3	64.3	33.7	2.0	53.2	45.2	1.6	67.3	32.7	0
Limited	#	60	14	4	62	36	0	86	38	0	33	22	0
Potential	%	76.9	17.9	5.1	63.3	36.7	0	69.4	30.6	1	60.0	40.0	0
Lack	#	58	16	4	67	30	1	87	35	2	43	12	0
Confidence	%	74.4	20.5	5.1	68.4	30.6	1.0	70.2	28.2	1.6	78.2	21.8	0

*Does not include "NR's" to income level.

TABLE XVII

GENERAL NEEDS & CONCERNS BY EDUCATIONAL LEVEL*

Attitudinal Statement		Less Than 10th A	D	NR	Less Than 12th A	D	NR	H.S. Graduate A	D	NR	Some College A	D	NR	College Graduat A	D	NR
More	#	38	6	3	33	10	2	95	32	1	93	22	1	25	6	0
Activities	%	80.8	12.7	6.4	73.3	22.2	4.4	74.2	25.0	0.8	80.2	19.0	0.9	80.6	19.4	0
Career	#	36	7	4	37	8	0	91	37	0	96	20	0	27	4	0
Options*	%	76.6	14.9	8.5	82.2	17.8	0	71.1	28.9	0	82.8	17.2	0	77.4	22.6	0
Info. Abt.	#	42	3	2	37	7	1	106	18	4	105	10	1	26	5	0
Agencies*	%	89.4	6.4	4.3	82.2	15.6	2.2	82.8	14.1	3.1	90.5	8.6	0.9	83.9	16.1	0
More	#	40	4	3	34	10	1	85	36	7	87	24	5	19	8	4
Agencies	%	85.1	8.5	6.4	75.6	22.2	2.2	66.4	28.1	5.5	75.0	20.7	4.3	61.3	25.8	12.9
Mechan.	#	35	10	2	37	8	0	90	35	3	91	23	2	28	3	0
Skills	%	74.5	12.3	4.2	82.2	17.8	0	70.3	27.3	2.3	78.4	19.8	1.7	90.3	9.7	0
Intractn.	#	34	13	0	31	14	0	74	54	0	68	43	5	18	13	0
w. Othr. Wm.	%	72.3	27.6	0	68.9	31.1	0	57.8	42.2	0	58.6	37.1	4.3	58.1	41.9	0
Limited	#	31	14	2	35	8	2	82	46	0	82	34	0	21	10	0
Potential*	%	65.9	29.8	4.2	77.8	17.8	4.4	64.1	35.9	0	70.7	29.3	0	67.7	32.2	0
Lack	#	32	12	3	39	4	2	85	42	1	85	30	1	21	10	0
Confidence	%	68.1	25.5	63.8	86.7	8.9	4.4	66.4	32.8	0.8	73.3	25.9	0.9	67.7	32.2	0

*Does not include one "N R" to educational level.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 22 1977

CLEARINGHOUSE FOR
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